

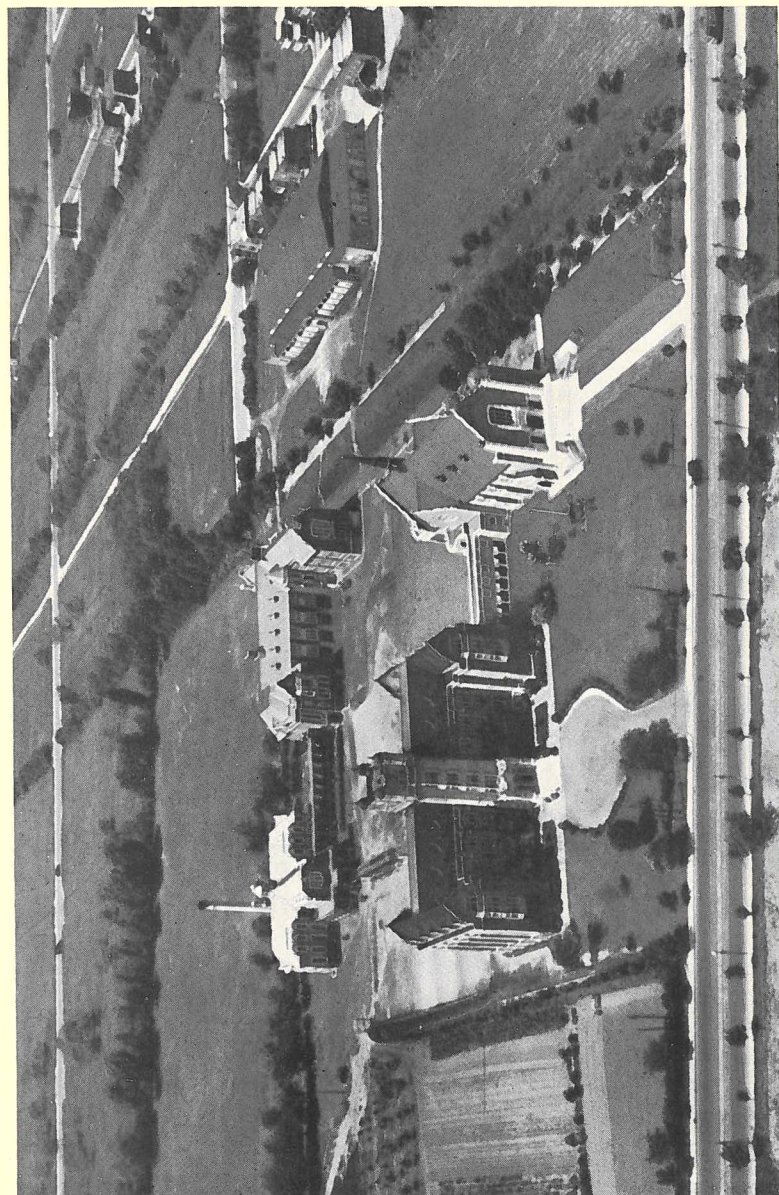
A. M. D. G.

Loyola College



General Prospectus
1935 - 1936

SHERBROOKE STREET WEST
MONTREAL, CANADA



Associated Screen News Ltd.

Stadium

Chapel

Junior Building

Administration Building

Refectory Building

A. M. D. G.

Loyola College



General Prospectus 1935 - 1936

SHERBROOKE STREET WEST
MONTREAL

Loyola College also conducts a High School department for resident and non-resident students, for those who desire to prepare for a College course. Ask for the High School Prospectus

CLASSES IN THE ARTS COURSE
WILL BE RESUMED ON
FRIDAY, SEPTEMBER 13TH
1935

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GENERAL INFORMATION

Status

Loyola College, conducted by the Fathers of the Society of Jesus of the Canadian Province, was incorporated by an Act of the Quebec Legislature on the second of February, 1899.

By the ecclesiastical and educational authorities of the Province, the new College was regarded as an off-shoot or, as they termed it, an extension of St. Mary's College of Montreal (founded by the Jesuit Fathers in 1847—a successor to the historic *College of Quebec* founded in 1663), and as such, was made to share in the privileges granted to that institution by the Holy See in its Constitution "Jamdudum."

In consequence of this arrangement, Loyola College, while affiliating itself with Laval University, Quebec, was assured of complete autonomy and independence in the shaping of its curriculum, and in the conducting of its examinations. A similar arrangement was made with the University of Montreal when it became autonomous.

A Faculty of Arts in all but name, Loyola endeavours to fulfil for English-speaking Catholics the functions performed by a University in its Faculty of Arts.

History

In the autumn of 1896 Loyola College began its existence under the direction of the Reverend Gregory O'Bryan, S.J. Its first home was a building, since torn down, situated at the south-east corner of St. Catherine and Bleury Streets.

Before the end of the second year a fire necessitated the removal of the College, and a property was purchased at 68 Drummond Street, which had been a Protestant High School and which, considerably enlarged, was to house the staff and the students for nearly twenty years. During the war, this property was the Prince of Wales Military Hospital.

It may be said, however, that Loyola College had its beginning in the Separate Course inaugurated in September, 1889, for English-speaking students at St. Mary's College, and the students of these classes have always been looked upon as the pioneer students of Loyola.

Within a very few years of its foundation it was felt that a College which received so many boarding-students required ample grounds, and different efforts were made to secure a large piece of property. Finally, Father William Doherty, S.J., secured, in what was then the Municipality of Notre Dame de Grace, a farm of approximately 50 acres. The rapid development of the city westward soon brought this hitherto inaccessible piece of property within easy reach of all parts of the city by an excellent electric tramway service.

In the late Autumn of 1913 the first excavations of the Loyola College buildings were begun, and in the following year building operations were under way. In the summer of 1916 the College was definitely removed from Drummond Street to its present quarters.

Location

Loyola College is situated on Sherbrooke Street West, at the extreme western end of the city, in one of the choicest suburban districts, quite near

the Canadian Pacific Railway station of Montreal West. Though enjoying the advantages of an excellent car service, placing the College within half an hour of the heart of the city, the College yet enjoys all the advantages of the country in unclouded air and open spaces. The location is very salubrious. It is 180 feet above the St. Lawrence, on ground that on one side slopes up to Mount Royal and on the other three sides gradually falls away towards the Lachine rapids of the St. Lawrence River, towards Lake St. Louis, towards the Lake of Two Mountains and the Ottawa River. The prevailing wind blowing across farmlands and orchards, and uncontaminated by smoke, comes directly down the valleys of the St. Lawrence and of the Ottawa, which unite just above Montreal.

Buildings and Grounds

In design the new buildings are of the Tudor and early Renaissance type of English Collegiate Gothic. Competent judges have pronounced them the most beautiful college structures in Canada. At present only five buildings are erected, but when the completed plan is realized, this pile of buildings will undoubtedly rank amongst the most beautiful on the continent. The buildings are absolutely fire-proof. The ventilating system, sanitary arrangements, and the kitchens and dependencies embody all the latest improvements.

The college grounds cover about fifty acres. The immense and beautiful campus measures approximately 270 yards by 150 yards. It is a distinctive feature of the College. There is besides ample space devoted to tennis-courts and to playgrounds for the shorter recreations.

The Stadium or indoor hockey rink is a handsome, substantial building, with a large ice-surface, convenient dressing-rooms, shower-baths, etc.

SYSTEM OF EDUCATION

The Purpose

The educational system is substantially that of all Jesuit Colleges. It is elaborately set forth in the "Ratio Studiorum," and deserves the attention of all earnest men, by reason of the unparalleled success it has achieved for centuries in the schools of the Society, both in Europe and in America.

Education in its completest sense, as understood by the Fathers of the Society, is the full and harmonious development of all the faculties. It is not, therefore, mere instruction, nor communication of knowledge. In fact, the acquisition of knowledge, though it necessarily accompanies any right system, is a secondary result of education. Learning is the instrument of education, not the outcome. Its outcome is culture, mental and moral; and such studies, languages or sciences, are chosen as will most effectively further this end. Hence the preference given to the classics over all other subjects, as the fittest instruments to promote this intellectual and moral growth. But this preference is not exclusive. The importance of mathematics and the natural sciences, as instruments of education, has not been underestimated. They have due recognition; and progress, as well as thoroughness, in these branches, is a requisite for promotion to a higher class.

It is however to be remarked that though the educational trend of the present day is almost entirely in the direction of the natural sciences, the Jesuits have not allowed themselves to be unduly influenced by this tendency, looking upon it as one dangerous to the best interests of educat-

ion; and they, with all disinterested educationists who have of late years treated of this breaking away from the traditional methods, see in it, not only the ruin of genuine culture, but the mental deterioration of a race that is subjected to such discipline. They feel confident that the prestige which this new system now enjoys is only that which everything novel and startling at first obtains. The Jesuit system of education aims at developing, side by side, the moral and the intellectual faculties of the student. The Fathers would send forth to the world, not men who have acquired superficial information on a great variety of subjects, but educated men, men of sound judgment, of keen and vigorous intellect, of upright and manly conscience.

Student Body

It is the aim of the College to have a limited number of boys and young men, whom it may train and develop along the lines set forth in the preceding paragraphs, rather than to acquire large numbers.

The College authorities are so much impressed with the very large part played in the boy's education by his fellows and the unconscious influence of companionships that, in the selecting of candidates, they are especially anxious that only those should be admitted who, from their own home training, are likely to be of benefit to their classmates. Association, especially during the years when impressions are most easily received and are most enduring, is in itself of great educative value. In the case of new boys, testimonial letters from the Pastor, and from the Principal of the school last attended, are insisted upon, and introductory references from the parents of present boys should, if possible, be obtained.

BUSINESS TRAINING

Application is often made for a special training which will fit the student immediately for business. Experience, however, proves that a very sorry substitute for education is to be found in the almost exclusive development of a single faculty. The most successful business man is not he who has learned merely to read, write and cipher, but he who has first had all his powers developed by a liberal education, and who is thus enabled to bring tenfold mental activity to mercantile pursuits. The details of business life can be learned only by practice; but these once mastered, superior training makes itself felt. Instead, therefore, of confining themselves to any special drill, commercial or other, the Fathers aim at the full development of the whole man, and to this end, utilize all the educational energies of the classics, mathematics, the natural sciences, and especially, mental and moral philosophy.

MORAL AND RELIGIOUS TRAINING

The College authorities are convinced that without religion there can be no perfect education in the true sense of the word, that is to say, no complete and harmonious development of the intellect and the heart of man. They hold, furthermore, that religious truth, being definite and certain like any other truth, is as susceptible of being taught as languages or mathematics. Hence the catechism is a text-book in every class, and regular lectures are given on it every week. The students are required to comply with their religious obligations regularly, and to make annually a spiritual retreat of three days. Societies

and other associations are also formed for the fostering of piety. Besides, the lives of great men, found in the masterpieces of classical literature, ever furnish the masters with topics from which lessons of true morality may be drawn; and thus the student, being continually kept in presence of the noblest characters that the world's history furnishes, is spurred on to imitate them by the admiration he feels for their glorious deeds.

PHYSICAL CULTURE

Although the principal solicitude of the College authorities is for the development of the student's intellectual and moral faculties, the physical training is by no means overlooked. Tennis, football, baseball, lacrosse, basketball, and in winter, showshoeing, skiing, skating and hockey, provide abundant opportunities for healthy exercise. Inter-class games and matches with outside teams and a yearly Field Day of track events furnish the necessary emulation. Besides, military drills and physical training classes, as aids to discipline and bodily development and bearing, are held twice weekly and are compulsory for all—the Arts Course Students belonging to the Loyola Contingent of the Canadian Officers' Training Corps.

As a further help to bodily development, students will be given on their arrival after the summer vacations a thorough medical examination (a report of which will be furnished to parents on request), and a record of this examination will be kept to allow of comparing physical condition at different times and of noting progress in health and growth.

EQUIPMENT

Libraries

The *Faculty Library* comprises about six thousand volumes. Although this number is small, the selection of the works renders the collection very useful for the purpose of the professors.

The *Students' Library* also comprises about three thousand books. The most useful current magazines are always on file in the Reading Room.

Science Departments

The equipment of the Chemistry department consists of an amphitheatre and a large, well lighted laboratory, recently remodeled. In addition, there is a well equipped private laboratory available for advanced students who desire to conduct special investigations. A large supply of chemical apparatus of a very recent type affords facilities for experimental and systematic work in all the departments of general, analytical and organic chemistry.

The Physics Department is up to the standard of efficiency and completeness attained in the Chemistry Department, with an amphitheatre and a roomy, well-lighted Laboratory, including a specially designed dark room for experiments in Optics.

The general equipment includes the best of modern apparatus for both demonstration and experimentation.

The Biology equipment is sufficiently complete and is being constantly added to under the direction of a competent authority. This department is peculiarly indebted to the late Dr. J. G. McCarthy for his invaluable collection of Microscope Slides, the fruit of years of patient research in his chosen field—the brain.

Needs of the College

The ordinary source of income for the College is the fees of the students. And although it received substantial financial aid from the Campaign Fund of 1919, nevertheless the present equipment of buildings and educational apparatus has been acquired only by incurring a considerable debt.

It is of the utmost importance that this debt should be rapidly diminished and that the College should be placed in a position to erect the buildings originally planned and to undertake other greatly needed improvements.

For these purposes, and for the general development of the College, the Rector appeals to all graduates, former students, and friends of Catholic education for donations and legacies. The names of donors will be attached to buildings erected or funds established by them.

The legal title of the College for the purpose of bequests and donations is "*Loyola College*," Montreal.

STUDENT ORGANIZATIONS

Social Activities

College life must include the development of the social side of every student's character. Marked initiative, "savoir-faire" and leadership in organized religious and social movements for the common welfare of his fellows are qualities generally expected of a college man. For this purpose the College student organizations and activities furnish splendid opportunities.

However be it said that with regard to all forms of college activities the policy of the Faculty has always been that the student's first duty in college is attention to study, and that no other student activity should be allowed to interfere with this main purpose of college life.

Eligibility Rules

Students taking part in dramatic performances, public debates, oratorical or elocution contests, or athletic events, as well as all officers of student organizations are subject to the following eligibility rules: (1) They must have shown satisfactory conduct and application and had no note lower than 50; (2) They must not be under censure at the time of their election or appointment.

Sodality of the Immaculate Conception

The purpose of the Sodality is to develop Christian character under the protection of the Mother of Our Lord and to cultivate the lay apostolate. The College Sodality endeavours to obtain this two-fold purpose by conducting weekly meetings in the Chapel at which the Office of the Blessed Virgin is recited and instructions are given by the Director, and by organizing sections for the promotion of special activities.

The Apostleship of Prayer, League of the Sacred Heart

The object of the Apostleship is two-fold: first, to instil into the students that apostolic spirit which, as public men, it is hoped they will later on exercise in the world; and secondly, to join in the great work of reparation for the outrages daily offered to Our Lord.

The public exercises, besides the regular Promoters' meetings, consist of monthly meetings of reparation to the Blessed Sacrament, on the First Friday of each month.

St. John Berchmans Society

This Society is of long standing in the College. It has for its object the fostering of an especial devotion in assisting at the altar in all religious ceremonies. Membership is restricted to resident students.

Loyola College Literary and Debating Societies

The Loyola College Literary and Debating Society, composed of all students of Junior and Senior years, offers its members an opportunity for training in public speaking, which is at once practical and interesting. Formal debates between four speakers who have prepared their speeches, followed by general impromptu discussion, are held every Monday afternoon. Debates with the students of other Universities are arranged by the Inter-University Debating League of Canada, of which the Loyola College Debating Society is one of the constituent members. The Society is also a member of the Montreal Debating League composed of teams from local debating organizations. Inter-class debates are also included in the activities of the Society.

The *Forum*, a Literary and Debating Society composed of all students of Freshman and Sophomore years, trains its members in public speaking, and in addition requires of them the preparation and public reading of papers on literary subjects. Its members are eligible for the Inter-University and Montreal Debating League teams and for inter-class debates.

Loyola Scientific Society

In accordance with the object of this Society, its members hold meetings for the discussion of points of natural science, that contact of mind with mind may be a stimulus and source of improvement. As an aid, visits are paid at stated times to places where illustrations are found, in nature or the arts, of points of science learned in class. The members are students of science classes.

Philharmonic Society

This Society is, as the name signifies, an association of all students interested in music. The membership is open to any student who has sufficient knowledge of music to be a member of one of the following organizations: Orchestra, Glee Club, Chapel Choir, Band.

The meetings of the Society are devoted to the rendition and appreciation of various modes of musical expression.

Orchestra

The College Orchestra affords opportunity for ensemble playing. Membership is open to those students who have sufficiently mastered the technique of an orchestral instrument, and display satisfactory facility in reading at sight moderately difficult music. The work of the orchestra is considerable, as it is called upon to play at the College entertainments throughout the year.

Glee Club

All students who, in the opinion of the Director, have the necessary qualifications, are eligible for membership in the Glee Club. Two hours each week, on an average, are given to vocal culture, accompanied by instruction in musical theory and correct interpretation. The Glee Club is expected to furnish one or more numbers for all public or semi-public entertainments. Regularity in attendance is imperative and an absolute condition of membership.

Chapel Choir

The Chapel Choir is a specially selected portion of the Glee Club, which prepares and renders the sacred music appropriate for all solemn religious functions in the Students' Chapel.

Band

Students interested in instrumental music, whether playing in the College Orchestra or not, are given further scope for their abilities in the College Brass and Reed Band, composed of thirty instruments. The members of the Band receive regular and complete instruction by an efficient director. Requirements for membership comprise fair musical talent and the will to profit by the advantage offered. At least two hours a week attendance for full rehearsals is asked of each player; and private practise, if necessary, may be imposed. The Band is present at all public parades of the C.O.T.C. as well as at most of the entertainments given during the scholastic year.

Athletic Association

The *Loyola College Athletic Association* was formed to encourage physical exercise and to create and foster a college spirit among the students. The general supervision of all athletics is in charge of the Athletic Board of Control.

This Board has charge of all matters pertaining to athletic sports at the College, such as: Eligibility of players on all teams, investigation of charges of misconduct against any player, arrangement of schedules and signing of contracts, purchase of athletic supplies, awarding of Letters, and the like.

The Athletic Board of Control consists of the Faculty Director of Athletics and the Students' Executive Committee.

The policy of the Board is that of hearty encouragement of all forms of intra-mural and inter-collegiate athletics.

INTRA-MURAL—The College has organized Leagues in baseball, lacrosse, tennis, football and hockey, thus securing for all students ample opportunities for healthy exercise and recreation.

INTER-COLLEGIATE—Representative teams contest with other colleges in the above named branches of sport. The members of these teams must furnish satisfactory scholastic records.

The Loyola College Alumni

The Loyola College Alumni has as its object to preserve and strengthen the ties of fellow-feeling and friendship among former students of the College and to afford them an opportunity of showing their attachment and esteem for their Alma Mater.

Any former student of the College may become a member of the Association, but may not become an officer until three years after his class has graduated from the college.

A General Meeting is held every year at the College. At this meeting officers for the coming year are elected, and all matters of general business transacted.

Loyola College Review and Loyola News

The "*Review*", established in 1915, is the principal publication issued by the students. Its purpose is to encourage literary efforts, and to chronicle

matters of interest pertaining to the College. Our Alumni are cordially invited to co-operate in making the "Review" a useful medium of inter-communication. It is published on or about the 15th of June, and depends for its support on the students and friends of the College.

The "Loyola News", issued weekly, is a brief resumé of current events in College life. Copies are distributed to the students as well as sent regularly to the alumni. As the monthly and semester standing in application and scholarship is published in the "News", parents should find it a valuable aid in judging of their sons' progress.

Loyola College Contingent C. O. T. C.

The Loyola College Contingent Canadian Officers' Training Corps is organized under the authority of the Department of Militia and Defence, and for all purposes of organization, discipline and training is under the General Officer Commanding Military District Number Four. The members of the C. O. T. C. form no part of the organization for war and are not liable to be called out for service as a corps. Nevertheless, they enjoy many advantages and are granted at the Government expense full uniform and equipment, and are provided with such instruction in military drill and tactics as will enable them to qualify for the rank of Lieutenant or Captain and to receive a certificate.

Unless special previous exemption has been granted by the Rev. Father Rector all students in the Arts Course must take the training provided in the C.O.T.C., though the taking of the examinations is left to each one's choice. However, in order that the preparation of these examinations may not jeopardize any student's success in the regular Degree work of the College, the approval of the Dean must be obtained before entering on this extra-curricular Course.

EXPENSES FOR THE YEAR

General

Tuition for all	\$ 27.50 a quarter
Sundry fee for all	2.00 a year
Board (including laundry, athletic fee, library fee, etc.) for	
Resident-students	90.00 a quarter
Single room	20.00 a quarter
Double room (each)	15.00 a quarter
Luncheon for Day Scholars who wish it	12.50 a quarter

These charges must be paid quarterly in advance, viz., on September 1st, November 15th, February 1st, and April 15th.

Laboratory

Mechanics	\$10.00 yearly
Biology	20.00 "
Physics	30.00 "
Chemistry Inorganic	20.00 "
" Analytical	30.00 "
" Organic	30.00 "

Breakage Deposit (returnable):

Physics	\$15.00	"
Chemistry, Inorganic	5.00	"
" Analytical	20.00	"
" Organic	20.00	"

Special

Registration Fee (payable on first entrance only)	\$ 5.00
Guarantee Deposit from Resident Students (Returnable)	25.00
Graduation Fee	10.00
Fee for Re-examination in any Conditioned Subject	1.00
Fee for Supplemental Examination taken on other than day assigned ..	3.00
Fee for "Cut" Examinations	3.00
Use of Piano	\$10.00 a year
Resident Students staying at the College during	
Christmas vacation will be charged	\$1.50 a day.
Music lessons (various instruments), at Professors' Charges.	

Remarks

- (1) No deduction is allowed for less than one month's absence.
- (2) No student will be admitted to a semester examination, promoted from one class to another, or receive any degree, diploma or certificate whatsoever, until his financial accounts have been previously and satisfactorily settled.
- (3) The College will pay no debt contracted by the students unless a deposit is left with the Bursar, with whom the parents are requested to have an understanding as to the allowance they wish to make their sons. Large sums of money should not be left in the keeping of the students.
- (4) Any injury done to the walls or furniture of the College will be charged to the offender's account.
- (5) Drafts, cheques, money-orders, etc., should be made payable at par to "Loyola College" and addressed to *The Bursar, Loyola College, Montreal.*

Scholarships

The establishment of Scholarships is greatly to be desired, for in this way many young men of excellent promise are given the advantage of a Catholic Education which they could not otherwise obtain. To all who have at heart the best interests of youth we earnestly commend this opportunity of spreading the beneficial influence of Catholic Education.

The honour of Loyola Scholarships must be upheld by a continual manifestation of a love for study and of a desire to advance in life. Hence a Scholarship will be forfeited if the holder's average, except in case of illness, falls below sixty-five per cent. for two consecutive months.

A **Founded Scholarship** is said to have been fully established when the endowment is \$2,000.00, a sum sufficiently large to yield an annual interest that will cover the yearly tuition fees of one student.

A **Course Scholarship** represents an amount, payable annually, necessary for a full course, entitling the holder, upon successful examination at the end of the course, to a Baccalaureate Degree.

An **Annual Scholarship** is provided by the yearly donation of \$100.00.

FOUNDED SCHOLARSHIPS

The following are the regularly founded scholarships, which Loyola College gratefully acknowledges and which are available as they become vacant.

Some devoted friends of the School have founded a number of scholarships which are open to graduates of Grammar Schools. These scholarships will be awarded after competitive examinations.

The **John Gallery Scholarship** (partial), founded in 1919 by Mr. John Gallery, of Montreal, for a deserving student to be chosen, by the Faculty or by competition, from the pupils of St. Ann's Parish School.

The **Margaret Milway Filion Scholarship** (partial), founded in 1920 by Mrs. Margaret Milway Filion, for a deserving student chosen by the Faculty.

The **Alice Sharp Scholarship**, founded in 1920 by Miss Alice Sharp, for a deserving student chosen by the Faculty.

The **Joseph Stanford Scholarship**, founded in 1926 by Mrs. Joseph Stanford and family, in memory of a devoted husband and father and a patron of education, for a deserving student chosen by the Faculty.

The **Margaret Casey Scholarship** (partial), founded by Miss Margaret Casey for a deserving student chosen by the Faculty.

The **Sodality "Father William Doherty" Scholarship**, founded in 1926 by members of the Sodality of Our Lady, to be awarded, after competitive examination, to a student of exceptional promise. Preference will be given to a boy who desires to study for the priesthood.

The **John M. Cuddy Memorial Scholarship**, founded in 1927 by John P. Cuddy, Esq., in affectionate remembrance of a graduate of the class of '17. To be awarded according to the conditions of the donor.

The **John Walsh Murphy Memorial Scholarship**, founded in May, 1928, by Mr. and Mrs. George B. Murphy, of Sherbrooke, P.Q., in affectionate remembrance of their son, a member of the class of '29.

The **Agnes Donovan Cloran Scholarship**, founded in 1929 by friends of Rev. Raymond Cloran, S.J., in memory of his mother. To be awarded to a student chosen by the Faculty.

The **Mother Ellen Mahoney Scholarship**, founded in 1929, as a tribute of gratitude, by the members of the Business Women's Sacred Heart Retreat Association. To be awarded for a complete Arts Course to a Montreal student desirous of studying for the Church.

The **Loyola Scholarship Club Association Scholarship**, founded in 1929 by friends of Catholic Education. The beneficiary to be selected by the Rector of the College.

The **"Father Gregory O'Bryan" Scholarship**, founded by friends of the late Rev. Gregory O'Bryan, former rector of Loyola College.

The **"Nilsen Collins" Scholarship**, founded by the late Mrs. Thomas Collins, in memory of her son, a member of the class of '16.

One Partial Scholarship, offered by **Mrs. J. J. Corcoran**, in memory of her son, a member of the class of '30.

Several Scholarships and Bursaries offered by the **Xavier Apostolate**.

ADMINISTRATION

Terms and Vacations

The College year begins during the third week of September, and includes thirty-six weeks, which are divided into fall and spring terms or semesters of eighteen weeks each. There is a Christmas recess of two weeks. There is no recess at Easter; but it is customary to let the students go home, if their parents so request, from Wednesday afternoon in Holy Week until Easter Tuesday exclusively. Classes are not held on legal holidays, nor on days observed as holy-days of obligation in the Catholic Church.

Absence and Lateness

Classes start at 9 a.m. No student will be admitted late to any class, but will be listed as absent for the hour. Absence for any course constitutes a "cut."

Absence from recitation or lecture during the twenty-four hours preceding or following the Christmas or Summer Recess will be recorded as three absences from each period on those days, unless permission has been granted previously by the Dean. Absence without such permission of more than seven days at the opening of the Fall Term or of more than one day after the Christmas Recess will cancel the student's registration in the College.

Should the number of cuts reach the total of one-tenth of the lectures of a semester in any subject, the student is marked as having a conditional failure in that subject for the semester, and he must take a supplemental examination at the regular time.

The "cut" system does not apply to any laboratory work, *i.e.*, no credit will be given for laboratory work until the required number of hours has been completed.

Excuses on the ground of illness or domestic affliction, will be dealt with *only by the Dean*. A record will be kept by each Professor or Lecturer, in which the presence or absence of the students shall be carefully noted. Pro-

fessors are to report to the Dean as soon as possible those students who have already missed one-tenth of the recitations in any course.

This "cut" condition is a mere disciplinary penalty and does not affect the scholastic standing of the student; but he must pass the supplemental examinations or keep on repeating the "cut" condition with the Bursar's fee of three dollars for each examination. Should he succeed on the first trial, he will be credited with the marks obtained; but success on a second or third attempt will merely merit the mark "satisfactory."

Students who are not present for eighty per cent of the semester lectures will receive no credit for the work of that semester.

Attention is called to the fact that absence from lecture, besides involving the above disciplinary measure, will inevitably lower the student's scholastic efficiency.

Discipline

The educational system employed by the College includes, as one of its most important features, the formation of character. For this reason, the discipline, while considerate, is firm, especially when the good of the Student Body or the reputation of the institution is concerned.

While it is the policy of the Faculty to trust as much as possible to the honour of the students themselves in carrying on the government of the College, nevertheless, for the maintaining of order and discipline, without which the desired results are not attainable, regular and punctual attendance, obedience to College regulations, serious application to study and blameless conduct, will be insisted upon. Any serious neglect of these essential points will render the offender liable to moderate punishment, to suspension or even to dismissal, at the discretion of the College authorities.

Examinations

Examinations in all subjects are held at the close of each semester. Partial examinations and written tests are held weekly, and also from time to time during the semester, with or without previous notice to the students, at the discretion of the instructor. *The result of a semester examination, combined with the results of these partial examinations and written tests will determine the standing of the student for the semester.*

A condition due to a failure in a semester examination may be removed by a supplementary examination, upon recommendation of the department concerned, with the approval of the Dean of the College. The supplementary examinations are held during the month of February for conditions incurred in the first semester and, for conditions of the second semester, on the three days immediately preceding the reopening of class in September. *They may be taken only on the days specified.*

A conditioned student who desires such examination must notify the Professor concerned one week in advance so that examination questions may be prepared. He must also notify the Dean on or before the same day so that arrangements may be made for the examination. For each subject a fee is charged, payable in advance at the Treasurer's office. The mark given for this conditional examination (which can be taken once only) is either "Satisfactory" or "Unsatisfactory," so that the student's aggregate remains unchanged.

Conditions may be incurred:

(1) By failure to secure the necessary minimum number of marks in a semester examination.

(2) By failure to comply with the requirements of any course as to recitations, tests and other assigned work.

(3) By exclusion due to unexcused absences during the semester which bring the student's class-attendance below 90 per cent.

(4) By absence, due to any cause, on a day appointed for an examination, provided the partial examination and written tests of the semester are above passing grade. Otherwise a failure will be registered against the student.

Conditioned students absent from the regular supplementary examinations must present an excuse satisfactory to the Dean or be marked down as having failed.

Determination of Standing

A student's standing of scholarship in each of his subjects is determined by the results of the semester examinations combined with the results of the weekly tests and partial examinations.

In order to be considered in good standing, a student must obtain at least sixty per cent. (60%) of the total marks obtainable and not less than 50% in each subject.

Promotions

In order to acquire the full standing of a student of a higher class and so be eligible to take further examinations leading to degrees, a student must have no conditioned subjects, or else these conditions must have been removed by supplemental examinations before the opening of the fall term.

No student will be considered a candidate for graduation if he has any deficiency at the beginning of the second semester of the Senior year.

Honours

Two kinds of Honours are awarded at the end of each semester examination; "Highest Honours" to the student who has obtained nine-tenths of the total marks; "Honours" to the student who has obtained four-fifths of the total marks.

Reports

Every professor reports each month to the Dean, on blanks provided for that purpose, the standing of each student in his class, together with the number of his absences and deficiencies in class work.

A detailed report of scholarship, attendance and conduct is sent to parents and guardians after the semester examinations. Special reports of individual students will be furnished at any time upon request. At the end of the First Semester, the marks of the Freshmen are sent to the Principals of the High Schools from which they matriculated.

Parents and guardians are requested to comply with the instructions given on the detachable sheet of the report, and return it with their signature to the Dean.

Transcript of Record

Each student is entitled on leaving the College to a transcript of his record free of charge. For each additional transcript a fee of One Dollar will be charged.

No transcript will be issued during the periods of commencement, registration and examination, September 1st to 20th, January 15th to February 4th, and May 17th to June 6th.

ADMISSION

Registration

All students are required at the beginning of each year to have their names entered upon the College Register.

Testimonials and Credentials

All applicants for admission to the College for the first time must present satisfactory testimonials of good character. Moreover, they are required to proffer a certificate, or other satisfactory evidence of successful vaccination, failing which they shall at once be vaccinated in a manner satisfactory to the College Physicians.

A student entering from another College or institution of Collegiate rank must furnish from such institution a certificate of honourable dismissal before his credentials for scholarship will be examined.

METHODS OF ADMISSION

Admission by Certificate

Admission without examination on "certificate" is granted to students from approved secondary schools which offer the same (or equivalent) courses of studies as those of Loyola College High School. Credentials which are accepted for admission become the property of the College and are kept permanently on file. All credentials should be filed with the Dean. They should be mailed at least one month before the beginning of the semester, in order to secure prompt attention. Compliance with this request will save applicants much inconvenience.

Blank forms of entrance certificates, which must be used in every case, may be had on application to the Dean. Certificates must be made out and signed by the Principal or other recognized officer of the School and mailed by him directly to the Dean.

No certificate will be accepted unless the holder has spent the last year of his High School Course in the School issuing the certificate. A Catalogue of the School, if published, describing the course of studies in detail, should accompany the certificate.

The certificates should fully cover the entrance requirements of the College. Admission on school certificates is in all cases provisional. If, after admission to the College, a student fails in any subject for which a school certificate was accepted, credit for that entrance subject may be cancelled.

Entrance Requirements

Candidates for admission to Freshman Year must present entrance credits representing four years of High School work. These must comprise the following subjects: English, Latin, Greek, Mathematics and History.

Students presenting entrance credits otherwise sufficient but without one of the prescribed ancient languages will be given an opportunity to make up these requirements during the first two years at College.

No candidate can be admitted unless he reads and writes the English language acceptably.

Admission by Matriculation

Candidates who are not entitled to be admitted on "certificate" must take the Matriculation Examinations in the entire number of required subjects listed below.

These examinations are held during the last week in June and the first week in September.

The pass standard is fifty per cent. in each paper.

The candidate may divide the examinations into two parts, taking as many as possible in June and the remainder in September.

Admission to Advanced Standing

College credit for work done in a secondary school in excess of the requirements for admission can be given only on examination provided through the Dean's office.

Candidates for admission from other institutions of collegiate rank, which offer the same or equal courses of study as those at Loyola College, will be granted the same standing as at the former institution upon presenting in advance of registration:

- (1) A certificate of honourable dismissal.
- (2) An official transcript of college credits, with specifications of course and year when taken.
- (3) A marked copy of the Catalogue of the college previously attended, indicating the courses for which credit is desired.

No student will be admitted to the College as a candidate for a degree after the beginning of the first semester of the Junior Year.

Admission of Special Students

Students not proceeding to a degree may enter any one of the four years of the Arts Course for which they are prepared.

Prospective students under this section should correspond with the Dean of the Faculty of Arts in regard to the arrangement of their Courses.

PRESCRIPTION OF WORK FOR MATRICULATION

The following descriptive outline indicates the amount of preparation expected in each of the subjects named:

Latin

(1) *Grammar and Composition.* The preparation in Grammar and composition will require a thorough knowledge of the entire Latin grammar together with such facility in writing Latin prose as is required from one who satisfactorily completes the course of exercises prescribed by Loyola College High School.

(2) *Authors.*—Cæsar's *Gallie War*, two books; six of the *Lives of Nepos* may be taken in place of two books of Cæsar; Cicero's *Orations against Catiline* and *For Archias* may be taken as substitutes for Virgil, two books of the *Aeneid* (or their equivalent from the *Eclogues* or *Georgics*), and Ovid, *Metamorphoses*.

Prescribed text-books for Grammar and Composition:

Bennett's *New Latin Grammar*; *New Latin Composition*.

Two papers will be set:—(a) Latin Authors and Sight Translation; (b) Latin Composition and Grammar.

Greek

(1) *Grammar and Composition*.—The examination in grammar will require a thorough knowledge of etymology, of the syntax of cases, the rules of concord and prepositions.

Composition will be based on Xenophon and will test the candidate's ability to translate into Greek simple sentences, with special reference to the use of the forms, particularly of the irregular verbs, and the common rules of syntax.

(2) *Authors*.—Xenophon's *Anabasis*, two books, or their equivalent; St. John Chrysostom, one oration, or Homer's *Iliad*, Book I.

Prescribed text-books for Greek Grammar and Composition:

Connell, S.J., *Greek Grammar; First Greek Reader*.

Two papers will be set:—(a) Greek Authors and Sight Translation, (b) Greek Grammar and Composition.

English

(1) *Rhetoric and Composition*.—The applicant should be familiar with the principles of Rhetoric, as set forth in Coppens' *Introduction to Rhetoric*, or an equivalent. The composition will test the candidate's ability to write clear, idiomatic English. The subject will be taken from his experience and observation, or from the books he presents for examination. The spelling and punctuation must be correct, the sentences well constructed. The writer must show discrimination in the choice of words and ability to construct well-ordered paragraphs.

One examination paper, about 800 words, is suggested as the proper length for the essay.

(2) *Authors*.—(a) *For Reading*: Cooper, *The Spy*, *The Last of the Mohicans*; Lamb's *Tales from Shakespeare*; Scott's *Lay of the Last Minstrel* and *Novels*; Whittier's *Snowbound and Other Poems*; Hawthorne's *Custom House and Main Street*; Tennyson, *The Holy Grail*, *The Coming of Arthur*, *The Passing of Arthur*; Lytton's *Harold*, *The Last of the Saxon Kings*; De Quincey's *Flight of a Tartar Tribe*.

(b) *For Study*: Dickens' *Christmas Stories*; Irving, *Sketch Book*; Hawthorne's *Twice-Told Tales*; Scott, *Ivanhoe*; Macaulay, *Lays of Ancient Rome*; Longfellow, *Voices of the Night*; Wiseman, *Fabiola*; Goldsmith, *Deserted Village*; Scott, *Lady of the Lake*; Macaulay, *Warren Hastings*; Longfellow, *Evangeline*.

A knowledge of the subject-matter and form of at least two of the prescribed authors with an explanation of the principal allusions will be required, together with a biographical outline of the authors and an account of their works

One examination paper.

French

(1) *Grammar and Composition*.—The preparation in Grammar and Composition will require a sufficient knowledge of the French Grammar together with such facility in writing French prose as is required from one who has satisfactorily completed the course of exercises prescribed by Loyola College High School. This course is based on MacMillan's *Progressive French Course*.

(2) *Authors*.—The selections in the *Ontario High School French Reader*.

Prescribed text-books for French Grammar and Composition: *Ontario High School French Grammar*.

Two papers will be set: (a) Prescribed tests and translation at sight; questions in grammar; (b) The Translation of an easy English passage into French.

History

The candidate will be expected to show on examination such general knowledge of each period as may be acquired by the study of an accurate text-book of not less than 300 pages.

(1) *Ancient History*.—Oriental and Greek History to the death of Alexander, and Roman History to 800 A.D., with due references to Greek and Roman life, literature and art.

Prescribed text-book, Betten, S.J., *Ancient and Medieval World*.

One examination paper.

(2) *Medieval History*.—From the death of Charlemagne to the year 1648.

Prescribed text-book: Kaufman, S.J., *Modern Europe*.

One examination paper.

Mathematics

(1) *Algebra*.—This examination includes Elementary Algebra as in Hall and Knight's *Elementary Algebra* (or as in similar text-books), to the end of Interest and Annuities.

One examination Paper.

(2) *Geometry*.—As in Hall and Stevens' *School Geometry* (or in similar text-books), to the end of Part V.

One examination paper.

Sciences

(1) *Physics*.—This examination will require an elementary knowledge of the mechanics of solids and fluids; of the theories of Sound, Heat, Light and Electricity as given in Merchant and Chant, *Physics for High School*. One Examination Paper.

(2) *Chemistry*.—Matriculation requisites in this subject comprise an elementary knowledge of the Atomic and Molecular theories; Common Salt and its products; Carbon; Chemical Action; Sulphur and its Compounds; Oxides, Acids, Bases, Salts; Compounds of Nitrogen, Alkali Metals, Calcium, Bromine and Iodine.

These entrance requirements are purposely limited and thoroughness in preparation is insisted upon rather than quantity in the subjects seen.

DEGREES

Upon successful completion of the prescribed courses, the degree of Bachelor of Arts is conferred by special arrangement with the University of Montreal, which allows Loyola College full autonomy in the conduct of its studies.

REQUIREMENTS FOR GRADUATION

General

- (a) Completion of four years' Art Course.
- (b) The attainment of a pass mark in every subject of the four years' Arts Course.
- (c) A minimum total of 60 per cent. in the department of Letters and of 60 per cent. in the department of Sciences, the marks of the four years to be combined.

Graduation With Honours

Degrees are graded as "*rite, cum laude, magna cum laude, summa cum laude*" according to scholarship. "*Summa cum laude*" rank is fixed at nine-tenths of the total marks in the department of Letters and in the department of General Sciences combined. "*Magna cum laude*" rank is fixed at four-fifths; "*Cum laude*" at seven-tenths.

SPECIAL STUDIES

In the last two years of the College Course, the subjects are grouped so as to afford the students the opportunity of a special preparation for further studies in Engineering or Medicine or of the more general preparation for Law, Commerce or Divinity.

Each student at the end of the Sophomore year must elect one of these three groups according to his prospective future work.

Once a determinate group has been chosen, it cannot be changed without the consent of the Dean; and such change will be permitted only upon the distinct understanding that all the courses prescribed in the finally chosen group shall be completed before graduation

The Dean reserves the right to transfer a student from one group to another, if the student's work in a special branch of study is not satisfactory, and to prescribe the courses to be completed before graduation to supply for the work considered unsatisfactory.

OUTLINE OF COURSES

Course for the Degrees of B.A., B.Sc. (Arts), B.Lit.

Freshman

Apologetics	.....1.
English	.....1. 2.
French	.....1. 2.
Greek	.....1. 2.
History	.....1.
Latin	.....1. 2.
Mathematics	.....1. 2.
Public Speaking	.....1. 2.

Sophomore

Apologetics	.....2.
English	.....3. 4.
French	.....3. 4.
Greek	.....3. 4.
History	.....2.
Latin	.....3. 4.
Mathematics	.....3. 4.
Public Speaking	.....3. 4.

Junior

For Law, Commerce and Divinity

Apologetics	.....3.
Astronomy	.....1.
Biology	.....1.
Chemistry	.....1.
Chemistry Laboratory	.....1.
Economics	.....1. 2.
Geology	.....1.
Philosophy	.....1. 2.
Political Science	.....1. 2.
Public Speaking	.....3. 4.

Junior

For Applied Science

Apologetics	.....3.
Astronomy	.....1.
Biology	.....2. 3.
Chemistry	.....1.
Chemistry Laboratory	.....1.
Geology	.....1.
Mathematics	.....5. 7. 9.
Philosophy	.....1. 2.
Public Speaking	.....3. 4.

Junior

For Medicine

Apologetics.....	3.
Astronomy.....	1.
Biology.....	1.
Biology Laboratory.....	2.
Chemistry.....	1. 2.
Chemistry Laboratory.....	1. 2.
Geology.....	1.
Philosophy.....	1. 2.
Public Speaking.....	3. 4.

Senior

For Law, Commerce and Divinity

Apologetics.....	4.
Economics.....	3. 4.
Fundamental Law.....	1.
Philosophy.....	3. 4. 5. 6.
Physics.....	1. 2.
Physics Laboratory.....	1. 2.
Social Science.....	1. 2.
Public Speaking.....	3. 4.

Senior

For Applied Sciences

Apologetics.....	4.
Mathematics.....	6. 8. 10.
Philosophy.....	3. 4.
Physics, Advanced.....	1. 2.
Physics Laboratory.....	1. 2.
Public Speaking.....	3. 4.

Senior

For Medicine

Apologetics.....	4.
Chemistry.....	3. 4.
Chemistry Laboratory.....	3. 4.
Philosophy.....	3. 4.
Physics.....	1. 2.
Physics Laboratory.....	1. 2.
Public Speaking.....	3. 4.

DETAILS OF COURSES OF INSTRUCTION

The Faculty reserves the right to refuse to offer a course listed below for which there is not a sufficient number of applicants.

APOLOGETICS

Apologetics. 1a. *Religion in general*; revelation in general; how to recognize divine revelation; documents of Christian Revelation. The Evangelists. The Gospels are genuine, trustworthy, complete.

Christ publicly claimed to be a prophet, the Messiah, Son of God, having the nature, knowledge, activity and powers of God. He was not Himself deceived, nor did He deceive others. The essentials of His teaching. His prophecies and miracles. His resurrection a proof of His mission. Objections.

Other testimony to Christ's divinity: the miracles of the Apostles; Christianity to the Council of Nicaea; the Martyrs; rapid spread of the Church. Objections.

1b. *The Church of Christ.* He established an infallible teaching-body with power to rule and sanctify all men. To Peter and to his successors He promised, and gave, the primacy of jurisdiction. Christ directly established His church as a religious society, necessary for our salvation, with perpetual and unchangeable power to teach and rule.

His Church is Apostolic, One, Universal, Holy. The Catholic Church alone possesses all four marks; no other Church possesses even one of them. The Roman Pontiff is the successor of St. Peter. He is, therefore, infallible. Objections. Church and State.

LECTURES: *Three periods a week.*

TEXT-BOOK: Francis X. Doyle, S.J., *The Defense of the Catholic Church.*

Apologetics. 2a. *The nature and obligation of faith.* The rule of faith. The subject matter of faith. The Existence of God. His attributes. The Holy Trinity. God the Creator of all things. How the world was created. Evolution. The world, a reflection of God's perfections. The purpose of Creation.

2b. *The descent of man.* Original Justice. The fall of man. Our share in the primeval fall. Original sin. The Immaculate Conception. The nature and origin of the human soul. The existence and nature of the angels. The fallen angels. Unlawful and dangerous arts and practices. The particular and general judgments. The Four Last Things.

LECTURES: *Three periods a week.*

TEXT-BOOK: Thos. Chetwood, S.J., *"God and Creation."*

Apologetics. 3a. *Christology.* In Christ, true man there is but one person. His human intellect and will. He redeemed us from sin. His merits. Christ, Priest, Prophet and King. The worship of Christ. The glories of Mary. Devotion to Mary and the Saints. Veneration of relics and images.

3b. *Soteriology*. The redemption applied to man. The existence and nature of actual grace. Man's natural capacity for good. The necessity of actual grace for salutary acts. The power of concupiscence. God's will to save men. Efficacious Grace. Justification and sanctifying grace. Meriting the eternal reward.

LECTURES: *Three periods a week.*

TEXT-BOOK: Chas. Herzog, S.J., *God the Redeemer*.

Apologetics. 4a. *The Sacraments*. Supernatural Life. The Sacraments are signs of Grace. Sacraments of the dead and of the living. Baptism: its effects; its necessity. Confirmation: its effects; the obligation to receive Confirmation. The Holy Eucharist: transubstantiation; Holy Communion under one kind. The Mass: a true sacrifice; an application of the fruits of the sacrifice of the Cross.

4b. *The Sacraments*. Penance: mortal and venial sin; repentance; perfect contrition; the power of forgiving sins; jurisdiction; indulgences. Extreme Unction: sacramental effects; bodily health sometimes restored. Holy Orders: the Priesthood; other sacred Orders; Diaconate; Subdiaconate and Minor Orders. Matrimony: primary and secondary ends; unity; indissolubility; the Pauline Privilege; impediments; marriage consent; the Nuptial Mass.

LECTURES: *Three periods a week.*

TEXT-BOOK: *Channels of Redemption*, by Chas. Herzog, S.J.

ASTRONOMY

Descriptive Astronomy. Fundamental notions and definitions; the doctrine of the sphere. *The Earth*; its form, relations, dimensions, mass, weight, gravitation in general. The earth's mass and density. The orbital motion of the earth and its consequences, precession, aberration, the equation of time, the seasons and the calendar. *The Moon*, her orbital motion, distance, dimensions, mass, density, rotation, librations, phases, light and heat and physical condition, telescopic aspect and surface features. *The Sun*, its distance, dimensions, mass, density, rotation, equatorial acceleration; methods of studying its surface; *Sun spots*: their nature, dimensions, development, motions, distribution, periodicity; sun-spot theories. Spectroscope, the solar spectrum, the chemical constitution of the sun, the sun-spot spectrum; Doppler's principle, the chromosphere and prominences, the corona, the sun's light, heat; theory of its maintenance and speculations regarding the age of the sun. *Eclipses*. Forms and dimensions of shadows; eclipses of the moon; solar eclipses, total, annular, and partial; ecliptic limits, and number of eclipses in a year, recurrence of eclipses and the Saros; occultations. *The planets in general*. Bode's law; apparent motions, the elements of a planet's orbit; determination of period and distance, planetary perturbations and stability of the system, determination of the data relating to the planets themselves; Herschel's illustration of the scale of system. *The major planets*. Jupiter, its satellites; Saturn, its rings and satellites; Uranus, its discovery and satellite system; Neptune, its discovery and satellite. *Comets and Meteors*. Their number, designation, orbits, constituent parts, appearance, spectra, physical constitution,

probable origin; aerolites; their fall and their characteristics; shooting stars and meteoric showers, connection between meteors and comets. *The Stars*. Their nature, number, designation, catalogues and the charts; proper motions and the motion of the sun in space; stellar parallax; star magnitudes and photometry; variable stars, stellar spectra; double and multiple stars; nebulae, the milky way; distribution of stars in space.

Spherical and Practical Astronomy. Fundamental problems of practical astronomy. The determination of latitude, of time, of longitude, of the place of a ship at sea and of the position of a heavenly body.

Astronomical instruments. The telescope, simple refracting, achromatic and reflecting. The equatorial, transit, clock and the chronograph, the meridian circle, the sextant, etc.

LECTURES: *Two hours a week for one semester.*

TEXT-BOOK: CHARLES A. YOUNG, *Elements of Astronomy*.

BIOLOGY

Biology. 1. The purpose of this course is to give the student some ideas of general biological principles. Various problems in biology are discussed and the anatomy and physiology of type animals is indicated. The lectures will cover the following topics:

(a) *The cell theory*. The structure of the cell, its metabolism, its irritability, its division and reproduction. Environment and heredity. The Mendelian laws of heredity. Organic evolutions. Bacteria and infection. Endocrine glands.

(b) *Type animals*. The amœba, paramœcium, hydra, earthworm, dogfish, frog and rabbit.

LECTURES: *Two hours a week for two semesters.*

TEXT-BOOKS: Giesen and Malumphey, *Backgrounds of Biology*; Wells and Davies, *A Text Book of Zoology*.

Biology. 2. *Zoology*. For the pre-medical student, a detailed study of zoology is undertaken, forming the basic preparation for his future study of human anatomy and physiology. The lectures will cover a survey of the cell and its functions. Following this, the important type animals will be studied, particular stress being laid on comparative structure. The animals comprised will be as follows: amœba, paramœcium, hydra, earthworm, starfish, mussel, amphioxys, dogfish, frog and rabbit.

LECTURES: *Two hours a week for two semesters.*

TEXT-BOOK: Wells and Davies, *A Text Book of Zoology*.

Biology: 3. *Laboratory Course*.

(a) Use of the microscope. Study of the various tissues, including blood. Study of microscopic protozoa and some metazoa.

(b) Dissection of the following animals: Earthworm, starfish, mussel, dogfish, frog and rabbit.

LABORATORY: *Two periods a week of three hours each for two semesters.*

CHEMISTRY

All students in the regular course are required to receive instruction in general and inorganic chemistry. For those who are preparing for scientific and medical professions, the laboratory instruction is extended to meet the entrance requirements of the leading universities.

Instruction in the more advanced branches of chemistry is continued throughout for the science students; the aim being to inculcate habits of neatness and accurate thought, and to train the student to cope successfully with the scientific and technical problems of his profession.

Chemistry. 1. Inorganic Chemistry. This course, which is required of all students, embraces a broad and general study of the chemistry of the elements and their compounds, and the current theories explaining chemical phenomena. The fundamental laws of chemical combination are first reviewed, followed by a detailed study of the elements in their order of importance. The lectures are supplemented by class-room demonstrations in which the typical properties of these elements are exhibited by an instructor, and many of the physical and chemical laws are verified. Some time is spent on the theoretical side of chemical reactions, special stress being laid on the electrolytic dissociation theory and its applications to electrolysis, chemical equilibrium, and to all reactions, including ionic, and to the determination of equivalent, atomic, and molecular weights. The course concludes with a study of the metallic elements, and of such technical and industrial processes as the metallurgy of iron and steel, the fixation of atmospheric nitrogen and the manufacture of sulphuric acid.

The laboratory course which supplements the lectures throughout the year, consists of fifty experiments for the general student and of seventy-five experiments for those majoring in science and medicine. This course includes the preparation and the study of the principal elements, the experimental verification of the quantitative laws and practice in simple gravimetric and volumetric determinations. Each student must submit a detailed report of each experiment to the instructor for approval, and a final report at the end of each month.

LECTURES: *Three hours per week for all for two semesters-*

LABORATORY: *Four hours per week for General Arts.
Six hours per week for Science and Medicine.*

TEXT-BOOKS: Smith, *Inorganic Chemistry for Colleges*.
McPherson & Henderson: *An Elementary Course in Chemistry*.
McPherson & Henderson: *Laboratory Manual*.

Chemistry. 2. Qualitative Analysis. This course embraces the practice and theory of inorganic qualitative analysis assuming a previous knowledge of inorganic chemistry, essentially as described above. The object of the course is to develop habits of chemical reasoning along modern theoretical lines together with correct laboratory technique, rather than the attitude of the practical analyst.

The first term, which is spent in the study of methods of separating and detecting the metals, includes special procedures for detecting traces of arsenic and such rare metals as tungsten, vanadium, etc., which have recently assumed

commercial importance. The reactions of the inorganic and common organic acids are studied in the second term, followed by a course in dry analysis, including the conduct of substances in closed and open tubes, on charcoal, before the blowpipe flame, also various flame and borax bead tests. In conclusion, the student is given practice in the analysis of unknown ores, alloys, and commercial products.

Throughout the year, the practical side is supplemented with lectures and classroom exercises twice weekly, in which such topics as chemical and physical equilibrium, the theories of solution and ionization and their applications to qualitative analysis are exhaustively treated. In this way the student is brought into closer touch with the method of detailed study of a chemical topic.

LECTURES: *Two hours per week for two semesters.*

LABORATORY: *Four hours per week.*

PREREQUISITE: *Inorganic Chemistry.*

TEXT-BOOKS: *Noyes, Qualitative Chemical Analysis.*

Chemistry. 3. Quantitative Analysis. The class-room work includes the discussion of methods used in the laboratory, the theory of quantitative separations, and chemical calculations. The first term laboratory work comprises the introductory determinations, such as the partial analysis of limestone, silicate rock and slag, and the estimation of copper and lead in brass by electrolysis. In the second term, the typical volumetric methods are studied. Among these are the determination of iron by oxidation methods, such as the bichromate and the permanganate processes, acidimetry and alkalimetry with various indicators, chlorimetry and iodimetry. Each student is required to complete a total of 26 analyses during the year and to present a written report of these.

LECTURES: *One hour per week for two semesters.*

LABORATORY: *Four hours per week.*

PREREQUISITES: *Inorganic Chemistry and Qualitative Analysis.*

TEXT-BOOK: *Talbot—Quantitative Analysis.*

Chemistry. 4. Organic Chemistry. A broad survey of the fundamental principles of the science, special emphasis being laid on those organic compounds of practical importance and wide technical application. The members of the aliphatic series are first considered in their natural order, including those substances which are important factors in vital processes like glycogen and urea, or those which are familiar in the operations of daily life like sugar and starch. The chemistry of carbohydrates, fats and proteins, is dwelt upon in some detail in view of their relative importance to those contemplating the study of medicine. The cyclic carbon compounds are fully treated in the course, with due consideration to the nitro and amino compounds, the phenols, sulphonic acids, terpenes, etc.

In the laboratory, the student is required to prepare about *thirty compounds*, chosen for their teaching value and for the practical manipulation involved in their synthesis. He acquires skill in such operations as fractional crystallization, organic combustions, steam distillation and the Kjeldahl method for the determination of nitrogen. Each experiment is accompanied by a list of questions involving a careful study of the characteristics of the preparation. These, together with a carefully written report, are turned in to the instructor at the conclusion of the experiment. In our laboratory each student receives his complete set of chemicals and apparatus for the semester when he starts work and keeps them in his desk.

LECTURES: *Two hours per week for entire year.*

LABORATORY: *Six hours per week for entire year.*

PREREQUISITE: *Inorganic Chemistry.*

TEXT-BOOKS: Conant, *Organic Chemistry*
Adams & Johnson, *Elementary Laboratory Experiments in Organic Chemistry.*

ECONOMICS

This course consists of a detailed study of the entire field of general Economics. A special feature of it is to show the Catholic doctrine wherever the subjects enter into or touch on the domain of Ethics.

Political Economy. 1. *The Science of Economics*: the Economic Problem—status and principles; Method. Production—Agents of Production—Nature, Labour, Capital. Organization of Production—Union of Agents of Production; Business Concentration and Combination; The Small Enterprise in Trades and Business; State Enterprise; Adaptation of Production to Consumption—Panics, Business Cycles. The Social Frame of Production. **Political Economy.** 2. *Distribution*. Private Property and Socialism—Collectivism; A Criticism of Collectivism; The Right of Private Ownership; Principal Claims for the Acquisition of Property. Value and Price—Value; Price; Fair Price. Remuneration of the Labourer—The Wage Contract; Organization and the Wage Contract.

Political Economy. 3. *Distribution (ctd.)* Remuneration of the Labourer (ctd.). Minimum Wage or Family Wage; Fair Wages; Social Insurance; Family Allotments; Principles of Labour Legislation. Remuneration of the Entrepreneur. Remuneration of the Owner of Capital—Loan and Rent; Rate of Interest and Usury. Remuneration of the Land Owner—Value of the Soil; Nationalization of Rent; The Agrarian Problem.

Political Economy. 4. *Exchange*. Exchange; Transportation; Money. Credit—Its Nature and Role; Banking; Other Credit Institutions. Commerce—Commercial Operations; International Trade. *Consumption*. Private Consumption—Utilization of Goods; Luxury; Consumption and Population; Organization of Consumers. Public Consumption—Taxation; Rules of Taxation; Multiplicity of Taxes; Public Borrowing and Expenditures.

LECTURES: *Two hours a week for four Semesters.*

TEXT-BOOKS: Fallon, S. J., *Principles of Social Economy.*

Burke, S.J., *Political Economy.*

Devas, *Political Economy.*

ENGLISH LANGUAGE AND LITERATURE

In this course the plays of Shakespeare, the works of other poets and the masterpieces of English orators and prose-writers are made the subject of critical study and analysis.

Moreover, one of the principal objects ever kept in view in reading the Latin and the Greek classics, is to make use of them as an invaluable aid to the study of English.

English. 1a. *Precepts of Rhetoric* and Lectures on the definition of art and literature, distinctive characteristics of literary art with analysis of literary taste; varieties of style, improvement of style. Versification; metre, verse melody; poetic diction.

Species of prose composition; imitation, epistolary composition, narrative, descriptive, essays, dialogues, novels and short stories.

LECTURES: *Two hours a week.*

TEXT-BOOKS: Coppens, S.J., *Introduction to English Rhetoric.*

Connell, S.J., *A Study of Poetry.*

1b. *English Composition*. Short themes are required during the week from all students dealing with the different kinds of historical and poetical narrations and descriptions. Long themes will be required at the discretion of the Professor.

Special stress is laid upon the imitation of the classic Authors studied during the course.

1c. *English Literary Analysis*. This course embraces a critical appreciation of at least two works of each of the following:

For *Prose Style*:—Macaulay's *Essay on Milton* or *on Samuel Johnson*; DeQuincey, one of the following:—*Confessions of an Opium Eater* or *The English Mail Coach*; Ruskin, *Sesame and Lilies*; *Seven Lamps of Architecture* or Selections from the *Modern Painters*.

For *Taste in Poetry*:—Tennyson, *Idylls of the King* and *Shorter Poems*; Shelley, *Selections* as given in Palgrave's *Golden Treasury*; Keats, *Odes On a Grecian Urn, To a Nightingale* and *To Autumn*; and other *Selections* from the *Golden Treasury*.

1d. *English Verse*.—Weekly exercises in all the metres used by the Authors studied in this term, the aim being to make the students perfectly acquainted with the mechanism of English Verse.

1e. *English Literature*. General view of the History of English Literature from Sir John Mandeville in the fourteenth century to the English writers of the seventeenth century inclusively.

LECTURES: *One hour a week.*

TEXT-BOOK: Brother Leo, "English Literature," pp. 1-344.

English. 2a. Lectures on the nature of poetry and its constituent elements; emotion, imagination, thought and expression; varieties of poetry; narrative and descriptive, lyric, dramatic and didactic.

LECTURES: Two hours a week.

TEXT-BOOK: Connell, S.J., *A Study of Poetry*.

2b. *English Composition*. Daily imitations of the style in the Authors studied. Original compositions twice a week in narration and description, with special attention to the short Story.

2c. *English Literary Analysis*. Critical appreciation of at least two works of each of the following groups:

For Prose Style:—Carlyle, *Heroes and Hero-Worship*; *The French Revolution*; Stevenson, *Virginibus Puerisque*; *An Inland Voyage*, and other *Essays and Short Stories*; Newman, *Present Position of Catholics in England*; *Idea of a University*.

For Poetry: Pope's *Essay on Criticism* or *Rape of the Lock*; Wordsworth, *Selections* as found in *Golden Treasury*, along with parts of *The Excursion*; Spencer, *Epithalamion* and Extracts from *Faerie Queene*; Milton, *Paradise Lost*, Books I and II and the shorter poems in *Golden Treasury*; Shakespeare, *Merchant of Venice* and the *Sonnets*; Francis Thompson, *The Hound of Heaven*; Newman, "*Dream of Gerontius*."

2d. *English Verse*. Weekly exercises in various metres, the aim being to develop the imagination and poetical expression of the students.

2e. *English Literature*. Survey of the History of English Literature from the first half of the eighteenth century to the second half of the nineteenth inclusively.

LECTURES: One hour a week.

TEXT-BOOK: Brother Leo, "*English Literature*," pp. 345-690.

English. 3a. *Precepts of Rhetoric*. Lectures on the sources of success in Oratory; Invention and Arrangement of Thought.

LECTURES: Three hours a week.

TEXT-BOOK: Coppens, *Oratorical Composition*.
Kleutgen, *Ars Dicendi*.

3b. *English Composition*. The writing twice a week of short original exercises, making use of the commonplaces of Oratory.

PREPARATION OF BRIEFS:—Once a week.

3c. *Oratorical Analysis*. A critical appreciation of at least four of the following orations:—

Newman, *Second Spring*; Burke, *Speech on American Taxation*; Cicero, *Pro Lege Manilia*; Livy., XXI, 43-44; Demosthenes, *Philippics* I and III; Shakespeare, *Macbeth* or *Hamlet* is also studied in making an analysis of its dramatic construction.

3d. *Verse*—At various times during the year, short exercises are required in the more difficult stanzas, particularly the sonnet; the aim being to train the student in vigorous and complete expression of a poetical thought. A special study is made of the best poems in which the thought is fully adequate to the emotion, found in Palgrave's *First and Second Series*.

English. 4a. *Precepts of Rhetoric*. Lectures on the emotions and the means adopted by the great orators to arouse or calm them—Deliberative, forensic, demonstrative and sacred oratory.

LECTURES: Three hours a week.

TEXT-BOOKS: Coppens, *Oratorical Composition*.
Kleutgen, *Ars Dicendi*.

4b. *English Composition*. Twice a week, the writing of short original speeches, based on the best models, is required of each student. Occasional addresses are prepared in outline and then at length and later delivered before the class.

4c. *Oratorical Analysis*. At least four of the following works are studied, and the thought critically analysed:—

Burke, *Conciliation with America* or *Bristol Election*; Webster, *Against Hayne*; Cicero, *Pro Milone*; Tacitus, *Agricola*, chap. 30-34; Demosthenes, *De Corona*. Shakespeare, *King Lear*; *Julius Caesar*.

4d. *Verse*. The object aimed at is the same as in First Term. Short poems in the style of Robert Browning and a few modern poets are attempted.

FRENCH

No one who has an idea of refined education today will deny the expediency of a thorough knowledge of French. The lists of subjects presented at the great university examinations throughout the world always give this language a prominent place. Moreover, the peculiar circumstances in which we Canadians are placed make a knowledge of French well-nigh indispensable to professional and business men. The College, therefore, has included this subject in its Curriculum, and looks upon it as one to which more than ordinary care should be devoted.

French. 1. *French Oratory*. The purpose of this Course, which is intended for those who have reached the standard of the L. C. High School French Course, is chiefly to make the students acquainted with the works of some of the leading French orators, that they may try to imitate them in the writing of French speeches, once a week during the term.—*The Course is conducted in French, three hours a week.*

Four at least of the following works are required:—Bossuet, *Oraisons Funebres de Henriette de France, Henriette d'Angleterre and de Condé*. Bourdaloue, Any one of the following sermons:—*La Pensée de la Mort, Le Respect Humain, Le Devoir des Pères*; Mirabeau, *La Contribution du Quart, Le Droit de Paix et de Guerre*.

French. 2. *French Drama*. As French (1), which it presupposes, this course is conducted in French and aims at giving to the students an accurate knowledge of at least four of the works of some of the most remarkable French dramatists. The practical part of the course requires a weekly composition of original themes on subjects dwelt upon by the Authors read during the term. The following are some of the works that can be studied:—

Racine, *Athalie*, or *Esther, Andromaque*; Corneille, *Le Cid, Polyeucte*; Molière, *Le Malade Imaginaire; Le Misanthrope*; Rostand, *Cyrano de Bergerac*.
Three hours a week.

French. 3. *French Literature.* The Course is conducted in French and consists in a general survey of the history of French literature from the *Chansons de Geste* to the close of the reign of Louis XIV. Special stress is laid upon the knowledge of those works not read in the previous year which most clearly show the characteristics of French Literature during the period studied. The following are some of the works to which preference is given:—

La Chanson de Roland; Joinville, *Histoire de Saint Louis*; Boileau, *L'Art Poétique*; *Satires*; Mme. de Sevigne, *Lettres*; La Fontaine, *Fables*; La Bruyère, *Les Caractères*; Fénelon, *Télémaque*.

The practical part of this course requires a weekly composition and delivery of original themes on subjects discussed by the Authors read during the term.

LECTURES: Three hours a week.

TEXT-BOOK: Doumic, *Histoire de la Littérature Française*.

French. 4. A general outline of the literature of the seventeenth, eighteenth and nineteenth centuries, dealing only with writers of first importance. A knowledge of the life and thought of at least five of the following authors is required:—

Buffon, *Discours sur le Style*; De Maistre, *Les Soirées de Saint Petersburg*; Mme. de Stael, *Lettres*; Chateaubriand, *Le Génie du Christianisme*; Lamartine, *Méditations*; Hugo, *Feuilles d'Automne*; Montalembert, *Les Moines d'Occident*; L. Veuillot, *Cà et là*; *Libres penseurs*; Bazin, *Le blé qui lève*; Daudet, *Tartarin de Tarascon*; Bourget, *Pages choisies*.

A weekly composition and delivery of original themes are required.

LECTURES: Three hours a week.

TEXT-BOOK: Doumic, *Histoire de la Littérature Française*.

GEOLOGY

1a. *Dynamical and Structural Geology*: Lectures on subterranean and surface agencies; diastrophism; earthquakes, volcanoes; destructive and reconstructive processes.

The structure of rocks and of the earth crust. Classification of rocks. Metamorphism. Mineral deposits, ore deposits.

1b. *Historical Geology*. Lecture on the history of the earth. Fossils and their significance. Geological eras, periods, epochs and corresponding systems. The prevalent species of plants and animals of the successive geological ages.

LECTURES: Two hours a week for one semester.

TEXT-BOOK: J. H. BRADLEY, *The Earth and Its History*.

GREEK

This subject comprises a course in Greek Grammar and composition together with the history of Greek literature and the reading of some of the classical Greek authors. *A Greek dictionary is indispensable.*

Greek. 1. *Greek Grammar*. Complete review of Greek Syntax; classification of sentences, syntax of nouns, adjectives, articles and pronouns.

TEXT-BOOK: Connell, *Greek Grammar*.

Greek Authors. Plato, *Socratic Dialogues*. Homer, *Odyssey*.

Three hours a week.

Greek Composition. Every member of the class should write at least twice a week Greek exercises, based principally on Pitman's *Greek Prose Composition* (exercises XX to XXX) and on the Authors read.

Greek. 2. *Greek Grammar*. Review of the Syntax of Greek verbs. Rules for the use of the Greek Particles *ov, μη, αν*.

TEXT-BOOK: Connell, *Greek Grammar*.

Greek Authors. Demosthenes, *Olynthiacs*. Homer, *Odyssey*.

Three hours a week.

Greek Composition. Twice a week the writing of Greek exercises based principally on Pitman's *Greek Prose Composition* (Exercises XXX to XLIV) and on the Authors read.

Greek. 3. *Greek Authors*. Demosthenes, *Philippics*. Sophocles, translation and dramatic analysis.

Greek Literature. A general outline of early Greek literature and of Attic literature.

TEXT-BOOK: Jebb, *Primer of Greek Literature*.

Three hours a week

Greek Composition. Twice a week, exercises written in imitation of the Authors read.

Greek. 4. *Greek Authors*. Demosthenes, *De Corona*; Aeschylus, Euripides, translation and dramatic analysis.

Greek Literature. A survey of the Greek Literature of the decadence.

TEXT-BOOK: Jebb, *Primer of Greek Literature*

Three hours a week.

Greek Composition. Twice a week, exercises written in imitation of the Authors read.

HISTORY

For the greater advantage of the students, the lectures are given in the following order:—

1a. *History of England* (1509-1603).

Accession and marriage of Henry VIII. Rise of Wolsey. Character and policy of Wolsey. Origin of the Protestant Reformation. Henry and Luther. Blessed Thomas More. Persecution and execution of More and Gisher. Destruction of the Monasteries. The Six Articles. Bishop Gardiner. The Reformation in Ireland. Accession of Mary Tudor. Marriage with Philip II, her attitude towards heretics. Elizabeth and Protestantism. Penal statute against the catholics. Persecution of catholics. Trial and execution of Mary Stuart. The Spanish Armada. Character and death of Elizabeth.

LECTURES: One hour a week.

1b. *History of England* (1604-1914).

Catholics and Puritans under James I. The Gunpowder Plot. The Thirty Years' War. Charles I and the Catholics. Civil War. Trial and execution of Charles. Cromwell. The Restoration. James II and the Church. The Union of Scotland and England. The House of Hanover. The Seven Years' War. The Treaty of Paris. George III and the American Colonies. England and the French Republic. The Union of Ireland and England. The Peninsular War. Catholic Emancipation. The Victorian Age. The Crimean War. Gladstone and Irish Home Rule. English policy in Dutch Africa. The Great War.

TEXT-BOOK: Lingard's *History of England*. Abridged by Dom. Henry Birt. O.S.B.

LECTURES: *One hour a week.*

2a. *Canadian History*. The Country. The Aborigines. The Discoverers. Exploration. Missionaries and Indians. Canada under Royal rule. The Seigneurial System. The Explorers. Half a Century of Conflict. The Seven Years War. First Years of British rule. The American Revolution. The Constitutional Act. The War of 1812. Material Progress. Political Life, 1791-1837. The Rebellion: Lord Durham. Responsible Government. Boundary Disputes. Imperial Development.

LECTURES: *One hour a week.*

2b. *Canadian History*. The eve of Confederation. Internal progress. The Maritime Provinces, 1763-1864. Confederation. The winning of the West. The first years of Confederation. Eighteen years of Conservatism. The Provinces, 1867-1914. The Dominion, 1896-1914. The West, 1900-1923. Literature and Art. The Great War. The Dominion, 1914-1923. Government: Municipal, Provincial, Federal, Imperial.

LECTURES: *One hour a week.*

TEXT-BOOK: *History of Canada*, by W. L. Grant, M.A., LL.D.

LATIN

This course is divided into three sections:—Latin Translation, Latin Composition and History of Latin Literature. *A good Latin dictionary is an absolute necessity.*

Latin. 1. *Translation of Prescribed Authors.* Sight Translation, Prose Composition, Verse Composition.

Prescribed Authors: Cicero, *Orations*. Horace, *Ars Poetica*, *Odes and Epodes*. Virgil, *Aeneid*, *VI and IX*. Livy, *Historiæ*.

Sight Translation of passages similar in style and difficulty to the prescribed Authors.

Six hours a week.

Daily Prose Composition based on the prescribed Authors and on Bradley-Arnold, *Latin Prose Composition* (Exercises I to XVII). *Verse-Composition* once a week based on the prescribed Authors and on Gepp's *Latin Elegiac Verse*.

Latin. 2. *Translation of Prescribed Authors.* Sight Translation, Prose Composition, Verse Composition.

Prescribed Authors: Cicero, *Orations*. Horace, *Odes and Epodes*. Livy, *Historiæ*.

Sight Translation of passages similar in style and difficulty to the prescribed Authors.

Six hours a week.

Daily Prose Composition based on the prescribed Authors and on Bradley-Arnold, *Latin Prose Composition* (Exercises XVIII to XXXIV).

Latin Verse Composition, once a week, based on the prescribed Authors and on Gepp's *Latin Elegiac Verse*.

Latin. 3. *Translation and Interpretation of prescribed Authors.* Sight Translation, Prose Composition, Verse Composition, History of Latin Literature.

Prescribed Authors: Cicero, *Orations*. Horace, from the *Satires and Epistles*. Livy, *Historiæ*.

Sight Translation from any of the Authors previously studied.

Rapid Survey of Roman Literature from its origin to its *Golden Age* (inclusively).

Six hours a week.

Daily Prose Composition based on the prescribed Authors and on Bradley-Arnold, *Latin Prose Composition* (Exercises XXXV to LI).

Latin Verse Composition, once a week, based on Lupton's *Latin Lyric Verse Composition*.

Latin. 4. *Translation and Interpretation of prescribed Authors.* Sight Translation, Prose and Verse Composition, Latin Literature.

Prescribed Authors: Cicero, *Orations*. Tacitus, *Agricola*. Juvenal, *Satires*.

Sight Translation from any of the Classic Latin Writers.

Survey of the period of decadence of Roman Literature.

Six hours a week.

Daily Prose Composition based on the prescribed Authors and on Bradley-Arnold, *Latin Prose Composition* (Exercises LI to LXVII).

Latin Verse Composition, once a week, based on Lupton's *Latin Lyric Verse Composition*.

FUNDAMENTAL LAW

This course is designed to serve as a means of acquainting the students with the basic principles and history of the legal system in force in the Province of Quebec and, for those proceeding to further studies, as an introduction to the study of Law.

The course will consist of a series of lectures given weekly throughout the year and touching upon the following topics:—

'Law', its significance; Roman Law (Institutes of Justinian), its scheme and relation to modern systems; Development of French Law, and Legal History of the Province of Quebec; Constitution of the Dominion of Canada; Law of the Province of Quebec and its outstanding characteristics.

No text-book is indicated, but throughout references will be given to well known works which the students will be called upon to consult.

MATHEMATICS

The first four courses are obligatory for all Arts students; the last three are specially selected to meet the needs of students in Senior Matriculation for Engineering.

Mathematics. 1a. *Advanced Algebra.* Arithmetical, Geometrical and Harmonical Progression. Permutations and Combinations. Binomial Theorem. Scales of Notation. Interest and Annuities.

1b. *Solid Geometry.* Lines and Planes. Dihedral Angles. Solid Angles. Solid Figures. Surfaces and Volumes of Solids. Solids of Revolution.

LECTURES: *Six hours a week.*

Mathematics. 2. *Elementary Trigonometry.* Measurement of angles; Trigonometrical ratios; Relations between the ratios; Trigonometrical ratios of certain angles; Solutions of right-angled triangles and easy problems. Radian or circular measure. Ratios of angles of any magnitude; Variations of the functions; Circular functions of allied angles; Functions of compound angles; Transformation of products and sums; Relations between the sides and angles of a triangle.

LECTURES: *Six hours a week.*

TEXT-BOOK: Hall and Knight, *Elementary Trigonometry.*

Mathematics. 3. *Elementary Trigonometry.* The use of logarithmic tables. Solution of triangles with logarithms; Heights and distances; Properties of triangles and polygons; General values and inverse functions; Functions of Submultiple angles; Limits and approximations; Geometrical proofs; Summation of finite series.

LECTURES: *Six hours a week.*

TEXT-BOOK: Hall and Knight, *Elementary Trigonometry.*

PREREQUISITE: Mathematics, 2.

Mathematics. 4. *Elementary Mechanics.* General principles. Statics. Kinetics. Rotation of rigid bodies. Universal gravitation. Liquids and gases. Properties of matter.

LECTURES AND DEMONSTRATIONS: *six hours a week.*

TEXT-BOOK: Kimball, *College Physics* (4th Ed.).

LABORATORY: *Two hours a week.*

PREREQUISITE: Mathematics, 3.

Mathematics. 5. Mechanics for prospective engineering students. Linear and angular formulæ for uniformly accelerated motion. Newton's Laws and the derived linear and angular formulæ for momentum, work, energy and power. Composition and resolution of forces; parallel forces; moments; centre of gravity. Conditions of uniplanar equilibrium. Principle of work; machines; friction; efficiency. Curvilinear motion; centrifugal force; instantaneous centre of rotation.

Practice in taking measurements; experimental verification of mechanical principles.

LECTURES: *Two hours a week for two semesters.*

LABORATORY: Replaces lectures every third week.

TEXT-BOOKS: S. L. Loney, *Mechanics and Hydrostatics.*

Shannon and MacElwane, *Laboratory Manual*, Part I.

Mathematics. 6. Mechanics and Hydrostatics for prospective engineering students. Conditions of equilibrium. Moments of inertia; simple and conical pendulum; centre of oscillation. Elasticity; impact of smooth spheres, of sphere and fixed plane. Hydrostatics: units; proof and application of principles; centre of pressure and buoyancy; floating bodies; sundry machines.

Experimental verification of mechanical and hydrostatic principles; determination of physical constants.

LECTURES: *Two hours a week for two semesters.*

LABORATORY: Replaces lectures every third week.

TEXT-BOOKS: S. L. Loney, *Mechanics and Hydrostatics.*

Shannon and MacElwane, *Laboratory Manual*, Part I.

Mathematics. 7. *Plane Analytical Geometry.* Graphs. Cartesian co-ordinates; distance between points; internal and external division; areas. Equations of the straight line. The circle; centres of similitude; tangent and normal; loci; introduction to the conic sections.

LECTURES: *One hour a week for two semesters.*

TEXT-BOOK: Tanner and Allen, *Brief Course in Analytical Geometry.*

Mathematics. 8. Plane analytical geometry. The conic sections; tangents, normals; conjugate diameters; asymptotes. Use of parameters; loci. General equation of the second degree; transference of origin and rotation of co-ordinates. Polar co-ordinates; plane figures with simple polar equations.

LECTURES: *One hour a week for two semesters.*

TEXT-BOOK: Tanner and Allen, *Brief Course in Analytical Geometry.*

Mathematics. 9. *Calculus.* Variables, functions, limits. Differentiation of x^n . Addition, multiplication and division theorems; function of a function. Differentiation and integration of simple algebraic and trigonometric functions. Application to sketching graphs, maxima and minima, approximations, area, velocity, acceleration.

LECTURES: *One hour a week for two semesters.*

TEXT-BOOK: *Calculus Made Easy*, by Silvanus Thompson.

Mathematics. 10. *Calculus.* Exponential and inverse functions. Integration by reduction to standard forms; definite integrals. Partial differentiation; double integration. Applications to maxima and minima, simple harmonic motion, curvature, area and length of plane curves, area and volume of solids of revolution, work, pressure, centre of gravity, moments of inertia.

LECTURES: *One hour a week for two semesters.*

TEXT-BOOK: *Calculus Made Easy*, by Silvanus Thompson.

PHILOSOPHY

Philosophy. 1.

1a. *Formal Logic*. This course will comprise the customary treatment of formal logic with added emphasis on inductive reasoning.

LECTURES: *Eight hours a week; One-third of a Semester*

TEXT-BOOK: M. Mahoney, S.J., "*Essentials of Formal Logic*."

1b. *Material Logic*. This course sets before the student the meaning and scope of philosophy and introduces him to the principal problems of knowledge; truth and error, certitude, criterion of certitude.

LECTURES: *Eight hours a week; One-third of a Semester*

TEXT-BOOK: W. F. Cunningham, S.J., "*Epistemology*."

1c. *Metaphysics*. In this course are treated the subjects usually included under Ontology, viz., the notions of being, act and potency, essence and existence, substance and accident, relation and cause.

LECTURES: *Eight hours a week; One-third of a semester*

TEXT-BOOK: F. A. Meyer, S.J., "*Ontology*."

Philosophy. 2.

2a. *Cosmology*. Beginning with the question of the origin of the material universe, this course deals with the laws that govern physical nature; the theories advanced to explain the constitution of inorganic bodies; the nature and properties of inorganic bodies.

LECTURES: *Eight hours a week; First half of a semester*

TEXT-BOOK: J. A. McWilliams, S.J., "*Cosmology*."

2b. *Experimental Psychology*. Beginning with an explanation of life generally considered, the first part of this course is devoted to the study of questions concerning the existence in living beings of a vital principle, the division of life into vegetative, sensuous and rational; the doctrines of evolution with added emphasis on the Darwinian theory.

The second part of the course is taken up with the study of the phenomena of sensuous life; sense perception, imagination and memory, sensuous appetite and movement, feelings of pleasure and pain.

LECTURES: *Eight hours a week; Second half of a semester*

TEXT-BOOK: F. A. Meyer, S.J., "*The Philosophy of Organic Life*."

Philosophy. 3.—*Experimental and Rational Psychology*.

3a. A continuation of course 2b embracing the study of the phenomena of rational life; the origin of intellectual ideas; judgment and reasoning; attention and apperception; rational appetency, free will and determinism.

3b. The latter part of the semester is given to rational psychology; the origin, nature and destiny of the human soul; the union of soul and body.

LECTURES: *Eight hours a week for one semester*

TEXT-BOOK: F. A. Meyer, S.J., "*The Philosophy of the Human Soul*."

Philosophy. 4.—*General and Applied Ethics*.

4a. *General Ethics*. In this course are treated the subjects belonging to general theory; the nature of the moral act, the distinction between moral good and moral evil, moral habits, natural and positive moral law, conscience, rights and duties.

4b. *Applied Ethics*. The application of the general principles of ethics to particular, individual and social rights and obligations; the right to property, life, honour; the rights and obligations of domestic society; marriage and divorce; civil society, its nature and forms; the rights of civil authority; Church and state; the ethics of international relations; peace and war.

LECTURES: *Eight hours a week for one semester*

TEXT-BOOK: J. F. Sullivan, S.J., "*General and Special Ethics*."
Leibell, *Readings in Ethics*.

Philosophy. 5. *History of Ancient Greek Philosophy*. In ancient Greek Philosophy attention is directed primarily to the teachings of *Socrates*, *Plato* and *Aristotle* and to the systems of *Stoicism* and *Epicureanism*. *Plotinus* is taken as representative of the Alexandrian movement, and *St. Augustine* is studied as the most conspicuous example of the early Christian philosopher.

LECTURES: *Two hours a week*

TEXT-BOOK: Turner, *History of Philosophy*.

Philosophy. 6. *History of Mediæval and Modern Philosophy*. In the study of mediæval philosophy attention is centred on the origin and development of *Scholastic Philosophy* and on the system of *St. Thomas* as the most complete synthesis of mediæval thought. In the division of modern philosophy, *Descartes*, *Locke*, *Hume*, *Kant*, *Hegel*, *Comte* and *Spencer* are taken for special study. Among present-day tendencies, the revival of Scholasticism and the trend towards realism are noticed.

LECTURES: *Two hours a week*

TEXT-BOOK: Turner, *History of Philosophy*.

PHYSICS

All students in the regular course are required to follow the course in General Physics. The lectures, illustrated by class-room demonstrations, are intended to give a fairly complete knowledge of Physical Phenomena to students who do not require an intimate acquaintance with the technical parts of the Science. The laboratory course which supplements the lectures consists in a series of 35 experiments, covering Heat, Light, Sound, Magnetism and Electricity. This course allows the student to become familiar with the use of elementary Physical Apparatus and fosters accuracy of observation. A complete report of each experiment must be handed in.

Physics. 1. *Heat, Light and Sound*.

TEXT-BOOKS: Kimball, "*College Physics*."

Shanon and MacElwane, "*Laboratory Manual*."

LECTURES: *Four hours a week, one semester*

LABORATORY: *Four hours a week*

Physics. 2. *Electricity and Magnetism*.

TEXT-BOOKS: Kimball, "*College Physics*."

Shanon and MacElwane, "*Laboratory Manual*."

LECTURES: *Four hours a week, one semester*

LABORATORY: *Four hours a week*

A Course in Advanced Physics is offered for students who intend entering technical professions requiring intimate knowledge of physical phenomena.

Heat, Light and Sound are treated more thoroughly than in the General course, the mathematics of the subject and the various applications of these forms of energy are treated in detail. The laboratory course consists in the verification of the different laws of Physics and the determination by each student of the fundamental constants and measurements. The experiments are more difficult than those required in the general course, the instruments used are more precise and greater accuracy is insisted upon. In all cases the students' results are checked up with actual or theoretical values and only small Percentage errors are allowed. The whole course follows closely the curriculum for First Year Science students in leading Canadian Universities.

TEXT-BOOKS: Duncan & Starling, *Heat, Light and Sound*. H. Y. Barnes, N. E. Wheeler, *Laboratory Notes, Heat, Light and Sound*.

LECTURES: *Three hours a week.*

LABORATORY: *Two hours a week.*

POLITICAL SCIENCE

Political Science. *Canadian Government.* The King-Emperor. The United Kingdom, British India, Self-Governing Dominions, Crown Colonies and Protectorates, Imperial Conferences, Imperial legislation affecting Canada; Canadian Government; Canadian Federation contrasted with the Federation of the United States; Canada's relations with countries within the Empire and with Foreign Countries; Predominance of Dominion laws; the Governor-General; the Premier, the Cabinet; the Senate; the House of Commons; the Supreme Court; Provincial Government in Canada; the place of the Provinces in the Dominion; the Provincial Constitutions; the Lieutenant-Governor; the Provincial Legislatures; the Provincial Courts; the organization and functions of the administration in counties and cities.

One hour a week.

SOCIAL SCIENCE

Social Science. 1. *Social History.* A survey of ancient, mediæval and modern social movements. Social value of Mosaic Laws and Christian practice with special emphasis on industrial democracy. A review of modern reforms, factory legislation, workingmen's compensation, social insurance, profit-sharing and industrial co-operation. A study of natural resources, population and labor organization.

One hour a week.

Social Science. 2. *Social Problems and Social Ethics.* The discussion of the problems of immigration, poverty, woman and child labor, crime and housing, with a survey of preventive work relating to the poor, defectives and delinquents. The ethics of property, Liberalism, Socialism and Communism, Capital and Labor combines, strikes, lockouts, and boycotts; public ownership and control; monopolies and modern finance; public health; traffic, etc.

One hour a week.

TEXT-BOOKS: Muntsch, Spalding, S.J., *"Introductory Sociology."*

Ross, E. J., *"A Survey of Sociology."*

"A Code of Social Principles."

PUBLIC SPEAKING

The work in this department consists in courses for vocal drill and expression, with exercises in perfect carriage and gesture, interpretation and delivery. Students are required to speak before the class a certain number of times each term. A gold medal is awarded annually to the student who delivers the best declamation in a public contest open to all the students of the College Course.

Public Speaking. 1. *Principles of Vocal Expression.* Practical training in the fundamentals of effective speaking. Instruction on the management of the breath, methods of acquiring clear articulation; correct and refined pronunciation; direct, conversational and natural speaking; inflection; qualities of voice and their use; purity, range and flexibility of tone. Individual criticism.

One hour a week.

Public Speaking. 2. *Gesture and Technique of Action.* The study of poise, posture, movement and gesture; spontaneity of expression; correction of mannerisms; power and pathos; ease, grace and effectiveness of delivery.

Class exercises and Criticism.

One hour a week.

Public Speaking. 3. *Argumentation and Debating.* A practical training for those students who have taken or are taking the courses prescribed under English 3-4. Thought development; division and arrangement; argumentative, persuasive and demonstrative speeches; a finished argument and the fallacies of argument; the essentials of parliamentary law and practice; manner of conducting deliberative assemblies.

Class exercises. Individual Criticisms.

One hour a week.

Public Speaking. 4. *Practical Oratory and Debating.* This course is open to all students of the College. Its aim is to afford special training in public speaking. To this end, strict parliamentary practice is followed throughout. The literary and oratorical exercises include declamations and elocutionary reading; criticism and discussion of interpretation and delivery; the composition, reading or delivery of short stories, poems, essays, orations illustrative of rhetorical principles; extemporaneous speaking; the knowledge and application of parliamentary law; debates.

One hour a week.